Sects. II-27—100,006—21-5-52.

(195) Department.

SERIES.

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[Despatch Abstract.]

..le. ..An. - Measures for improvement - Regional Conference held at Madura & Masulipatam - Notes recorded.

Speech of the Hon'ble Sri T.S. Avinashilingam, Minister for Education, at the Conference of the representatives of Local Boards and Municipal Councils of the Southern region of the Province held at Madura on the 15th May 1948.

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I am very happy to have been able to meet you all in conference today. As you would have already seen from the Agenda, the main subject of the conference is to consider the progress of elementary education that we have made in the province till now and to find ways and means to increase the pace so as to make the whole province literate within a reasonable period. The Government do not normally run elementary schools themselves except for a few schools in the Agency tracts and those maintained by the Labour and some other departments of Government. It may be seen that the number of schools in the province in the year 1946-47 was 36-148 and of these, 1666 are maintained by Government, 17,362 by local boards and 17,056 by aided managements. The local boards and municipal councils being the main agency of Government for the maintenance of elementary education, it is very necessary that we should meet and think over the problems connected with the spread and administration of elementary schools.

It has been estimated that there are above 7 million school-going children in this province. Of these, nearly half the number has been provided accommodation in schools. We have got the tremendous task of providing accommodation for the rest. It is interesting to see how much money we had been spending in 1939-40 on elementary education and how much money we are spending in 1948-49. The total number of schools in 1939-40 was 40,796 with 29,97,498 children. In the following years many of the uneconomic schools were eliminated and consequently in the year 1945-46 though the number of schools was reduced to 35,929. the number of children increased to 32,44,261. In 1945-46 compulsion was introduced in selected villages in each district and this was followed up in 1946-47 and 1947-48 with the result that roughly 5 lakhs of more children have been brought into school. The number of children for whom increased accommodation has been given in 1947-48 is roughly 16 per cent more than the accommodation given in 1939-40. But when we compare the expenditure between 1939-40, and 1948-49, we find a colossal difference. The expenditure by Government on 1939-40 for elementary education was 173 lakhs and the expenditure in 1947-48 was 413 lakhs and in 1948-49, it has increased to 5.01 crores. While there has been an increase of only 16 percent of the school-going children, the increase in expenditure has been more than two and a half times of what it was in 1939-40. This is in addition to the increased expenditure on elementary education by local bodies from 65 lakhs to nearly 160 lakhs in the same period. This does not take into account the additional expenditure of 33 lakhs that will have to be spent to meet the recent increase in the dearness allowance to elementary school tachers. This large increase of expenditure is mainly accounted for by the increased salaries and dearness allowances that have been given to the elementary school tachers.

This large increase in expenditure would not have really mattered if we had the satisfaction that the amount spent for the purpose has been well spent and the schools conducted efficiently and economically. It is unfortunate that we have received constant complaints that large number of schools have not been working efficiently. It has been said that the administration of these schools by the local boards is slack, the teachers inefficient, the attendance in schools poor and the schools conducted irregularly. The

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Government have given anxious consideration to this matter, and recently, they have taken steps to make elementary education more efficient. Orders have been issued for the amalgamation of uneconomic schools even if under different managements and for the amalgamation of the boys and girls ranges for more effieient supervision. Steps for the reorganisation of the Inspectorate have also been taken. To remove constant complaints of frequent transfers of teachers by local board authorities, directions have been issued that unnecessary transfers should be avoided. As an experiment, certain taluks have been selected in which teachers will be recruited for particular schools and allowed to be there permanently so that they may be able to build sound traditions in schools.

One of the main reasons for the present ineffieiency in administration of elementary education by the local boards is said to be the large area which the District Boards have to administer and the large number of schools under their control. The Government are having under consideration a proposals to take off elementary education from District Boards and create separate Taluk Councils for Taluks with the hope that these smaller bodies will be able to manage and supervise the elementary schools better. The Deputy Inspectors of the Taluk will be attached to these educational councils as their Executive Officers. These Committees will consist of representatives of teachers, managements and those interested in education and will be partly by election and partly by nomination. I would like to have your considered views on this proposal.

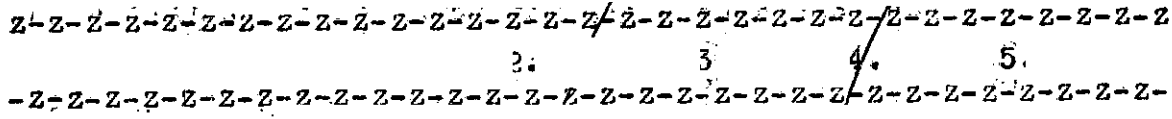
One of the reasons for the ineffieiency of our elementary schools has been said to be want of good teachers. I must express in this place my appreciation of the good work done by thousands of elementary school teachers under very difficult surroundings in far of villages. At the same time, I am also not unaware of the great need for improvement in their personnel and equipment. Various reasons have contributed towards this unhappy state of affairs. Their low basic qualifications, the conditions of serice, constant transfers, want of proper treatment by superiors and in some cases unhelpful attitude of the villagers themselves have contributed to these. Any reorganisation which does not take into account these factors and effect improvement in the status of the elementary school teachers in their daily life cannot succeed in its object and so, it is under the contemplation of Government to consider ways and means by which this can be done consistent with our financial resources.

It will be seen from figures that the number of women employed in elementary schools has considerable increased in recent years.

Year.	No.of women teachers in elementary schools.
1942-43	20,373
1943-44	21,442
1944-45	22,596
1945-46	24.202
1946-47	25.353

This shows how more and more women are taking to teaching as a profession. With the spread of education amongst girls, there will be thousands more of them who would like to take up a profession. Teaching children is one of those professions in which women can do much better than men and it is only to be expected that as time goes on the number of women who will take to teaching as a profession will become greater every year. In England, America and in other countries, elementary school teachers are normally only women and only in rare cases, men are employed. It is my wish and prayer that we must give such conditions of service that girls from respectable families would like to take to this noble profession. If this is to happen, we must provide conditions of security and dignity of service to those who would take up this work.

One of the reasons why respectable young men and women do not take to education as a profession is that the teachers are not treated properly by the various managements, especially the local boards and the aided schools. I must plead here for greater respect and consideration to be shown to the teachers and especially to the women teachers. This I ask not on behalf of the individual teachers but on behalf of the children for whom we live and toil and on behalf of the future of this great country. We will not be able to instil respect and devotion and dignity into our children unless we treat teachers under whom they have to learn properly. I am anxious that women of the highest families should take to education from the point of view of national service. That State of things will never come unless society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makes up its mind to protect and respect them. In this sphere, I must make an earnest appeal personally to everyone of you and through you to the public, to create such conditions in our villages as will enable our teachers to live in dignity and security and follow their noble avocations. In the present reorganisation of secondary education, the Government are trying to provide for training of teachers. By this method, they hope to attract better type of men and women for the teaching profession. But all these efforts will succeed only when we can create such conditions of service which will enable them to live in security and respect and do their work with dignity and honour.

The next big problem which I would like to place before you is the matter of financing of elementary education. In fact, it is finance that stands in the ways of the spreading of elementary education. Before 1920, there were only a few schools and many of these were maintained by Government. After 1920, when the Elementary Education Act was introduced, the Government provided for the levy of an education cess and promised that an equal amount to the cess collected in the various Municipalities and District Boards will be paid by Government for the elementary education fund, in addition to the amount which was already being spent in the various District Boards for elementary education. After some time, subsidies for pre-vocational training were given. In 1941, the Government introduced an amending act by which the responsibility of Government to pay an equal amount for the elementary education cess collected by the Municipalities and District Boards was taken away. Later on, due to agitation, the Government conceded that in cases of certain Local Boards where the elementary education cess was not high, they will meet the raising of the education cess up to 3 1/3 pies. But, in spite of the ban under the Act, the Government continued their subsidies for compulsory elementary education which was started in the year 1945. Subsidies for dearness allowance were also given and are being given upto this date. In case of certain backward districts like the Ceded Districts Chittoor and Salem, special subsidies were given

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~~makes up Rs. 4 lakhs for expansion of elementary education.~~ Thus, it will be seen that the Government are making considerable contributions to-wards the expenditure on elementary education inspite of the amendment of the Elementary Education Act in 1941.

In order to give a rough idea of the amount spent for elementary education by Government, I would like to give you the following figures. The amount provided by Government for elementary education in the year 1948-49 including the Labour Schools will be 567.43 lakhs. Of these the money spent for elementary education through the agency of Government and aided agencies is 367.01 lakhs. The balance of 200.42 lakhs is the amount spent for elementary education through the agency of local boards. The details of expenditure of these 200.42 lakhs are given below:--

	1946-47 (Actuals) Rs. in lakhs.	1947-48 B.E. Rs. in lakhs.	1947-48 R.E. Rs. in lakhs.	1948-49. B.E. in Rs. in lakhs.
1.	2.	3.	4.	5.
(1) Grant under sec.37 of the E.E.Act (Contribution in respect of Edn. tax)	37.62	33,65	33.65	33.65
(2) Grant under the proviso to sec.37 (ord.subsidy for ele.schools)				
Pre-Act	27.67	27.70	27.70	27.70
Post-Act	35.78	35.24	35.34	35.55
(3) Expansion of ele. edn.	5,77	5.72	5.95	5.72
(4) For DA?	13.00	16.00	16.00	33.00

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1	2.	3.	4.	5.
(5) Buildings equipment and other grants	1.67	1.94	2.14	2.18
(6) Basic Education				3.62
(7) Compulsory	17.71	48.42	26.30	45.00
(8) Schools under the agency of Dt.Bd.	.39	.42	.38	.37
(9) Panchayat Schools	6.60	8.36	8.53	8.63
	176.21	177.45	155.99	200.42

The education tax levied by the local bodies and the Municipal Councils comes to nearly one crore. The contribution of the local bodies from the general fund towards elementary education is nearly 60 lakhs. And so, the total contribution of local bodies for elementary education is one crore and 60 lakhs. In the case of many local boards, the education cess has been fairly heavy. The lowest rate is in Tanjore at the rate of 10 pies per rupee in the land cess and the highest is in Salem at the rate of 37 pies per rupee. It has been said that land cannot bear any more taxation even for education. On the other hand, we have yet to provide for an equal number of seats in elementary schools as exist at present. Ten years must be the maximum time within which we must spread compulsory elementary education throughout the Province. If that is to be done, we will have to provide progressively additional places for 3½ lakhs of children every year for the next 10 years, not taking into consideration any increase of population that may follow in the meantime. If such a provision is to be progressively made, it may be roughly as follows:-- p.t.o

For	the	first year	Rs.63 lakhs.
"	"	second "	126 "
"	"	third "	189 "
"	"	fourth "	252 "
"	"	fifth "	315 "
"	"	sixth "	378 "
"	"	seventh "	441 "
"	"	eighth "	504 "
"	"	ninth "	567 "
"	"	tenth "	630 "

How to find the necessary finance for the purpose is the very important question that we have to tackle to-day. If we are not going to increase the land cess, we must evolve some other methods of taxation. From which source this money will come is the matter which we will have to consider in the course of our conference.

There are also many other problems with regard to administration of Elementary Education. Since the local boards are the main agency for the spread of secondary education also, we have to consider problems connected with secondary education also. You would have seen in the agenda that many of these matters have been specifically mentioned and I have no doubt that you will make constructive contributions for the solution of these problems.

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Speech of the Hon'ble Sri T.S.Avinashilingam, Minister for Education, at the Northern Regional Local Boards Educational Conference held at Masulipatam on the 10th June 1948.

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I am very happy to have this opportunity of meeting and discussing with the representatives of local boards and municipalities in the Northern districts over matters connected with education. As you know, the local boards are the main agents of Government for spreading and maintaining both elementary and secondary education. Elementary education is the foundation on which the whole edifice of the country must be built. Today, the type of education that we want to introduce in elementary schools is basic education; Basic education has within itself the seeds for developing the minds and the personalities of our children. By being educated through activities and experience in basic education, children will be intellectually better equipped and become physically more fit. A basic craft provides a constructive activity to the child. I would like to make it clear that education through a craft does not mean that everything should be taught through the craft alone. Utilising all our experience round about our life such as school gardening, school hygiene, the kitchen, the village festivals and every other aspect of social life is also part of basic education. In basic education, every child is trained to take up responsibilities as the future citizens of this lands. I hope both the teachers and the parents will appreciate these implications of basic education. I must hasten to make it clear that mere spinning is by no means basic education.

The Government are anxious to apply this salutary principle of education through activity in the secondary schools also. In fact, the reorganised scheme of secondary education provides for extension of the principles of basic education in secondary schools. The introduction of crafts and the introduction of citizenship training and the bifurcation at the IV form stage for technical education etc. are the important elements that have been newly introduced in the reorganised scheme of secondary edcuation. It is not enough if a man merely grows in intellect. It is absolutely essential that he must grow with a social sense, with the full consciousness of his being a part of the society in which he lives and to which he owes a duty. Developing the intellect without character is a danger. The citizenship training aims at training children with a social sense and character. What we want is a complete change of out-look in education. More mugging of a few lines or getting marks in examination should not construed as the mark of education. Character, devotion to duty and to service and a striving for higher ideals should be the hall-mark of culture. The new reorganisation of elementary and secondary education has been done mainly with these great ideals in view. On this point, I would like to point out that the matter of reorganising the examination is also receiving the attention of Government. The test of one single examination at the end of six years cannot be presumed to test properly the development of the child or even his knowledge. Consistent with the reorganised curricula, our tests must also undergo a change. While there will be some examinations in future also, the value to be attached to them will certainly change. The development of the child's personality and qualities of leadership must also be measured through his effieiency in activities and social service. This matter of reorganisation of examinations on new and modern lines is under active consideration of the Board of Secondary Education. The Government hope that they will be able to issue final orders in the matter before the end of this calendar year.

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I do not like to repeat the salient points about elementary education in the province which I have already mentioned in my speech at the Local Boards Educational Conference at Madura. I believe the speech has already been circulated to you. Those points which were considered there, will have also to be considered in this conference in the light of their application to this area. I would like to mention here only a few important matters which may be applicable in a large measure to this region.

The Government have been rather perturbed over the allegations that have been made recently by no less an authority than the University of this area and others, that the standard of efficiency in schools in this area has not been sufficiently high. A comparison of the results of examination of the various areas in the province, leads to the same conclusion. The results as shown by the S.S.L.C. Examinations of the last few years are shown below:

	1945.			1946.			1947.		
	No.ex-amin-ed.	No.dec. eligi-ble.	%	No.ex-amin-ed.	No.dec eligi-ble.	%	No.ex-amin-ed.	No.dec eligi-ble.	%
hra	7.540	3.545	47%	8.430	3.821	45%3%	10,658	4,818	45%
alaseema	1.491	729	49%	1.692	694	41.0%	2,195	925	42%
lnad	13.985	8.892	63.6%	15422	8722	57.0%	18.981	10832	57.5%
Coast	3,976	2,286	57.5%	4593	2415	52.6%	5882	3041	52%
	26,992	15452	57%	30137	15702	52%.	37716	19618	52%

The Government are anxious that this state of things must be set right and steps should be taken to increase the efficiency in the schools. To give advice on the measures to be taken to increase their effieiency, they appointed a committee with Sri C.D.S.Chetti, ex-Registrar of the Andhra University as Chairman and with a few other experienced headmaster and public men as members The Government are awaiting the report of the Committee. In the meantime, it is for us to see that the efficiency of our schools is greatly improved. Efficiency in education is one of the most vital matters in our country if we are to keep pace with the rest of the World in every direction.

One of the main reasons for this inefficiency has been said to be indiscipline among students in this area. Strikes in the schools and colleges in the Northern region of our province have been too many. In the year 1946-47, the worst year for strikes, there have been as many as 95 strikes of which 52 were in Andhra, 17 in Tamilnad and 26 in the West Coast. In the year 1947-48, there were 29 strikes of which more than half, i.e., 15 were in Andhra, nil in Tamilnad and 14 in the West Coast. These strikes have resulted in dislocating work in schools and colleges and have also created an atmosphere which is not congenial for academic purposes. Whatever may be the reason for these strikes before, after August 1947, they have no meaning. These strikes in these days are tantamount to suicide in that they are sabotaging the studies and the equipment of the future citizens of this great country. A calm and an even tenor of life is absolutely essential for scholastic life whether in the school or in the college. I would appeal here to students as well as public men who have influence with.

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with the student community to help in the creation of such an atmosphere in our educational institutions for that will be in the best interests of the students and the country. The Government on their part have determined to do what all they can to create the desired atmosphere.

I would like to point out that the matter of maintaining discipline is a psychological problem. It must be dealt with by positive rather than negative measures. The young throughout the word are restless today. They are conscious of a new power within them but unfortunately, this enthusiasm and power have not been properly channelised. When they are not used properly, they sometimes get into the hands of people who cannot guide them properly which results in such undesirable activities as strikes. We must recognise the new spirit in the minds of our boys and girls. We must channelise their new energies and their new consciousness of power to a good purpose. Active organisation of social help, presenting them with new ideals of service to the country, giving them new scope for sharing responsibilities in schools and in colleges will, I am sure, go a long way in changing their outlook. The introduction of crafts and citizenship training and military training in schools and colleges about which the Government are contemplating will, I hope, go a long way in utilising their energies.

One other important reason for this indiscipline in schools is to be found, if I may be pardoned for saying so, in the teachers and managements of schools. In a school where there is unity and respect between teachers and where a common ideology prevails, there have rarely been problems of indiscipline. But, in schools where one set of teachers abuses another secretly or in the open or proclaim their differences in public, indiscipline is bound to result among the students and the students are bound to be divided into two camps. This is what I have found wherever I have gone throughout the province. If the students are to live in discipline, we, who are in charge of the teaching profession, must learn to be disciplined. There are many schools in which teachers actively join the political parties, abuse each other and canvass against each other. In such a school it is no surprise that the students fight against each other. The discipline amongst students therefore is to a great measure dependant on the teaching staff in each school and this equally applies to managements whether it be local baord, or aided institutions. Where there is division of opinion within the local boards and the managing committees this is bound to be reflected in the schools themselves.

In the interest of the proper upbringing of our children who are the greatest treasure that the nation possesses, I would like to make an earnest appeal to the members of the teaching profession as well as to those who have the management of schools under them to kindly eschew politics, party or personal differences out of schools. There are some things too sacred for us to quarrel about. The atmosphere in the school must be considered too sacred to introduce party politics or any other differences, for by such acts we soil the minds of our children throughout their lives. I would earnestly appeal for your best cooperation in this great task of creating a better and a happier atmosphere in our schools so that these little ones may study and carry on the work which we have to hand over to them.

You would have seen from figures that have already been published that collegiate education has expanded by 100% or more in the last 8 years. The number of students that studied in the colleges increased from 19,416 in 1940-41 to 38,590 in 1946-47. Secondary education has

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has increased by nearly 60%. The statistics for 1947-48 will also show that there is a steady increase in the number of students admitted in colleges and High schools, but unfortunately, elementary education has increased only by about 16% in the last five years, in spite of the fact that for elementary education, the Government are speending now nearly three times as much as before. This cannot be said to be a very satisfactory state of affairs. The reasons for this poor ~~xxx~~ progress in elementary education have been dealt with in my speech at the Madura conference which has already been distributed to you. It is necessary that we should tackle these problems earnestly and well. To avoid inefficiency and waste in elementary education, Government have already issued orders with regard to the amalgamation of the boys and girls ranges in elementary schools and also the amalgamation of uneconomic schools of whatevery management. I need not refer again to the problem of transfer of teachers especially in the local board. These and other abuses must be avoided if we are to make elementary education efficient and useful.

The Government, as you all know, have been trying to spread compulsory elementary education in the various areas of the province in a progressive manner. In connection with this, there is another aspect of the problem which I would like to put before you. On the one said when wex are trying to do compulsion, a great deal of resistance is found in the working of compulsion, many of the parents being unwilling to send their children to schools. Local people are not readily cooperating with the educational authorities in sending children to schools and finding place for them in villages.

On the other hand, it is a matter for deep regret that about 3,764 places with a population of 500 and above, where a school can easily exist, have not been provided with schools till now. I am sure that providing opportunities for education in places where there is a good number of school-going children will be by itself a very good method of spreading elementary education. I would request the local boards and municipalities where money is saved by the amalgamation of schools and the elimination of uneconomic schools that money may be utilised to open schools in these school-less areas. I would like to invite aided agencies and public spirited men who want to open schools and endow for educational purposes to come forward to do so in these school-less areas and I promise on behalf of Government that the department will be willing and anxious to cooperate with these philanthropic friends in this great work.

We have these and many other important problems to discuss in this conference. Let us remember that we have got the great and noble task of building up a great and glorious India. Swaraj has been won. It must be retained and maintained properly and to do that, every one of us must put up tremendous efforts. It is only by striving to work hard that we can succeed in building up a great future for this great country. Spreading education is very essential to achieve this. We must also give a new meaning to education. It is not merely learning to read and write or merely to equip for a job. Education must give us the qualities to make us men, in the words of the Great Swami Vivekananda; it must give every one of us the courage, the strength, the daring and the capacity for continuous effort which alone will succeed in building up a glorious future for our country.

I make this appeal to you in all sincerity and prayerfulness and I have no doubt you and the larger public to whom I appeal through you, will cooperate with the Government in this great effort.

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Education & Pub.Health Deptt.

The papers may for future reference be

Order/Ms. 1651, Education, dated 28-6-1948.

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